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ABSTRACT

Project RISE (Regional In-Service Education) is an inservice center serving teachers, administrators, support staff and parents in central Connecticut. It began in 1976 with state funding, and serves 500 teachers in nine rural and small town districts. An initial needs assessment provided a basis for planning and responding to individual teachers' needs as well as producing regional programs. Inservice planning teams were established at every school in the region, with a RISE staff member acting as facilitator at meetings. One-shot workshops were the chief means of inservice until the limitations of such random and short term offerings were recognized. A transition point was reached in 1980 with a new district inservice format, involving small groups of teachers working together over a longer period of time, drawing increasingly on each other and their administrators instead of outside experts. Former teachers or local teachers on leave are employed by RISE to serve as consultant/advisers. A Teachers' Center Policy Board, a Superintendents' Advisory Council, and an Interdistrict Committee form the governance structure of RISE. (FG)

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Profile Of A Rural Teachers' Center

by PETER H. MARTIN

PROJECT RISE

Project RISE (*R*egional *I*n-Service *E*duc*a*tion) is an inservice center serving teachers, administrators, support staff, and parents in the schools of east-central Connecticut. RISE, located on Halls Hill Road, Colchester, Connecticut 06415, currently serves approximately 500 teachers in thirteen schools within nine rural and small-town districts (Andover, Bozrah, Colchester, Franklin, Hebron, Lebanon, Marlborough, RHAM, and Salem). RISE is funded through local board of education assessments and federal and private foundation grants. Peter Martin, director of Project RISE, was formerly with the Center for Open Education at Storrs, Connecticut, has been a consultant to several Connecticut school systems, and was a teacher with the Hartford Public Schools. His original version of this paper "A Teachers' Center for Nine Rural Towns" was published in December 1977.

Our Beginnings

Project RISE (Regional In-Service Education) did not begin as a grassroots teacher movement. It began in 1976 when Robert Warren, an elementary school principal in Colchester, Connecticut, sat down with me to talk about how to provide more resources for teacher growth. I was not teaching at the time, but had been working for the school system for four years part-time as a resource teacher. Most of our teachers had never even heard of a teachers' center. Almost all were familiar with inservice workshops, but tended to view them as a waste of valuable time. Since many boards of education in our primarily rural part of the state regard on-the-job professional renewal as a frill, even the chance to discuss the "growth opportunity" of inservice workshops was a major victory. After all, teachers go to college to learn to be teachers. Why should a town waste its resources on "teaching teachers who already know how to teach?"

Warren told me about a funding source for inservice education. He asked me to list the components of a good staff development program, and then helped me translate those components into the kind of objectives that would be impressive in a grant proposal. My ideas came from my work as a teacher in Hartford, Connecticut; my experiences with many of the teachers' centers in the state; and my general perceptions of teachers' needs gained from working as an advisor in Colchester. We invited all interested teachers and administrators to come to a meeting to voice their ideas for establishing a regional staff development center. People came from five towns (a year later we expanded to nine towns), ideas were generated, and we scrambled to

Continued on next page

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write the final draft of a Title IV-C proposal before the deadline. We were ecstatic when the Connecticut State Department of Education announced that it had allocated $30,000 of Title IV-C funds for our 1976–77 planning year.

Meeting Face-to-Face to Assess Needs

Our primary objective for Project RISE during the planning year was to air and order the professional growth needs of teachers of grades K–8 (we have since expanded to K–12), and to plan viable ways to meet these needs through regional cooperation. Using the expertise of our first project evaluator, Joan Baron of the University of Connecticut, we designed an open-ended, face-to-face procedure to identify needs that occurred to teachers, principals, and superintendents. Teachers described their needs in "round robin" and "chat" group sessions we conducted with the staffs of each school while principals and superintendents were interviewed separately. Each group was asked: "In order for Project RISE to be successful in aiding teachers' professional growth, what would have to happen?" The responses to this question were ranked according to importance by the participants at each school. Both individual school results and a regional composite were circulated for feedback.

Teacher-perceived needs included the following:

- curriculum development (updating or creating curriculum guides in the various disciplines—developing metrics curriculum, career education, science, social studies, language arts)
- curriculum implementation (individualizing instruction for the gifted, slow learner, learning disabled; fresh, meaningful activities for the rest of the class while the teacher works with a group; mainstreaming; setting up learning centers)
- resources for curriculum implementation (generating new places to visit; establishing a teacher resource center; organizing audiovisual materials and making media programs; obtaining classroom resource people to make presentations to the children; offering classes on how to write grants for special school or class projects)
- teacher-student and student-student interactions (better ways to handle behavior problems, developing students' pride in themselves and their work, developing student responsibility and self-discipline)

- record-keeping and student evaluation (developing simple but effective record-keeping systems; developing honest student evaluations and consistent grading systems)
- teachers' professional and personal uplift (ways for "maintaining teacher sanity"; how to get published; increasing teachers' personal time; improving staff morale; increasing communication among staff; providing school time for sharing, brainstorming, and planning)
- teachers' relationships with the community (increasing parental participation and involvement; selling educational programs to the town; decreasing community criticism of the teaching profession)

This early assessment was a valuable starting point. It provided us with a knowledge of school-wide and system-wide needs that could be met through such activities as building-level workshops. But we needed something more. We needed ways to hear about individual requests that could be met individually. Our on-site advisors who regularly visit schools (described more fully later) became our instruments for personalized, informal needs assessment. (Presently, we are adding in-depth teacher interviews to our assessment repertoire.)

We also wanted a basis for planning region-wide programs that would draw teachers from several participating schools and towns. Our original needs assessment showed considerable overlap among the

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The Teachers' Centers Exchange is located at the Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103, (415) 565-3095.

nee is of teachers across towns. We know, for example, that many teachers in a number of towns wanted the topic of "discipline" addressed. But what precisely did that mean to those who would attend the program—behavior modification as a discipline approach; Glasser and climate-building; better ways to use punishment?

We devised a process to help understand the expectations of teachers who ask for a given topic: teacher representatives on our policy board meet regularly with staff to clarify what each school's teachers are really asking for.

Program Planning: Turning Needs Lists into Workshop Calendars

But the RISE staff does not always address a need exactly as it is presented to us. If, to use an extreme hypothetical example, some teachers want a discipline program on better ways to punish students for misbehavior, the program we offer might instead advocate establishing a classroom climate and rules that promote student cooperation, mutual respect, and self-discipline.

So what good is an accurate needs assessment if we ignore it in program planning? We don't ignore it. To continue with our example, the needs assessment has told us that we cannot *begin* the program with the assumption that participants believe classroom climate-building is an effective discipline tool. Instead, we must begin with an examination of punishment and work our way toward climate-building. In other words, a useful needs assessment helps us to know "where teachers are at" when they come to a program, but our staff uses its judgment in determining where a program will go. I believe that kind of discretion must be exercised by teachers' center staff people who have exposure to enough different ideas, possibilities, teachers, and classrooms to have a broad perspective for interpreting what teachers say they need. Such a perspective sometimes makes it possible for center staff to draw a more precise design of how to address a common teaching problem than the teachers themselves can. However, the center staff are one or two steps removed from the realities of a particular classroom, so they may fail to appreciate fully the conditions from which a particular teacher expresses a need. It is obvious that give-and-take between teachers and center staff is vital. The center staff cannot ignore a teacher's problem and how he or she is likely to be solving it; but if a teachers' center is to be a place that stimulates new thinking about learning, that causes reflection and re-examination of old assumptions, that helps people to stretch themselves beyond their present conceptions, the teachers' center staff must not undervalue their own experience and judgment. To do so would abrogate their leadership responsibility.

Exercising the leadership responsibility is a sensitive issue, indeed. It seems to me that when the teachers' center staff think it would be beneficial to extend, alter, or reinterpret an expressed need in designing a major portion of a center's programming, their responsibility is to make a strong case before the teachers on the center's governing board to seek the board's consent. In this way center staff can exercise their leadership role in a manner that educates. In effect, staff are helping teachers examine the roots of their perceived problem.

The RISE staff also plays a leadership role in offering programs from time to time that do not evolve from the needs assessment. A recent example: John Coe, chief primary advisory of Oxfordshire, England, an articulate, stimulating advocate of child-centered education, was to be in the state, and we asked him to conduct an after-school program at RISE for teachers, administrators, and board of education members. Our constituency had not requested such a program, but Coe's workshop stimulated a great deal of questioning and re-examining of our current teaching practices. Consequently, the participants are now asking for more, and we are exploring the possibility of a summer follow-up program at RISE and perhaps a trip to England to view the schools our English guest so eloquently described.

Clearly, a needs assessment provides only the beginning points for programs. A teachers' center that enriches, stretches, and stimulates teachers may need to expand and elaborate on the needs assessment's themes.

An Inservice Planning Team for Every School

After the initial needs assessment, our next step in the development of RISE was to establish inservice planning teams at every school in the region. These teams were (and are) composed of the school principal and teacher volunteers from each grade level or grade cluster, with a Project RISE staff member acting as a facilitator at most planning team meetings. During

our planning year, the task of the teams was to review the results of the needs assessments and cooperatively plan school-based programs. The teams also suggested programs appropriate for town-wide and regional presentation. In many cases this was the first opportunity teachers had to make decisions about their inservice, and the teacher involvement was somewhat uncomfortable for a number of the principals. Some of the discomfort also stemmed from the fact that at early meetings there were no clear-cut guidelines or expectations for the operation of the teams.

Thus, the facilitator role of the Project RISE staff member was a delicate one. We wanted principals to come away from the meetings without feeling railroaded; their support and personal commitment were needed so that inservice days could be provided for the programs that teams generated. At the same time, it was essential to encourage teachers to be open, launch suggestions, and make real decisions.

At one planning team meeting there were long periods of silence when the teachers were unwilling to take the first step. The RISE facilitator and the principal resisted the temptation to step in and take over. Finally, some of the teachers began to share their ideas, perhaps simply to break the awkward silence. At the end of the session one teacher said to me in a quiet, almost apologetic voice, "You know, Peter, teachers aren't used to making decisions like this—this is going to take some getting used to." In contrast, meetings at another school had the flavor of a bargaining unit at contract time, with vociferous teachers sometimes making it difficult for the principal to get a word in edgewise. At still other meetings (all too few), it was obvious that the teachers and principal had previously established a cooperative relationship, and we could immediately get to the business at hand.

Most schools have three to five planning team meetings a year (on after-school time) when the school needs assessment results are defined, refined, and translated into programs for which several inservice half-days per year are provided. All the districts in RISE schedule inservice on the same days. All programs in all towns are listed on the RISE calendar and are open to the teachers of any school. Thus, teachers have a far greater choice of activities than small districts could offer individually, and the programs are still generated by local teachers.

Our planning year budget was inadequate for doing much more than inservice workshops; however, these were a source of pride for the planning team teachers who saw many of their ideas become real activities. All workshops clearly reflected their demand for practicality. As one teacher observed: "You don't get enough theory in a workshop to do any good—one- or two-shot workshops *have* to be practical or they're wasted."

Gradually, a few schools (our "Phase Two" schools) began to move away from the one-shot workshop format. Some planning teams worked on topics that continued over four to six months, using several inservice days, released-time for off-site visits in conjunction with the topic, and after-school gatherings in order to explore topics in-depth.

Workshop Junkies: A Period of Withdrawal

At last, the limitations of a random potpourri of two-hour, one-shot offerings on inservice half-days are generally recognized. Lack of follow-up, shallowness, inability to meet a wide range of needs with a single program are but a few of the problems increasingly observed by participating teachers and administrators. RISE remains responsible for helping plan the majority of district-sponsored, inservice half-day programming in our towns as well as for the voluntary programs that emanate from the RISE teachers' center. We're encouraged to see that the more individualized programming at the teachers' center is having an impact on the local district inservice. I believe the success of the teachers' center part of RISE gives our districts a new vision of what meaningful professional development can be.

In 1980–81 our new district inservice format will involve small groups of teachers working together over time primarily at the building level, but with some cross-overs when appropriate. Some groups will work on a district or building priority; others will pursue a need perceived by the group itself; all will draw more and more upon the resources of our own teachers and administrators. People who are exploring a topic in-depth over several inservice half-days (and at other times), using a variety of avenues for learning and sharing internal strengths, will come to be resources for teachers in other participating districts who wish to pursue aspects of the same topic. In effect, we are gradually weaning ourselves away from an over-dependence on outside experts to solve our problems through an assortment of two-hour extravaganzas.

It has taken us four years to reach this transition point. It is important to understand that in our rural and small-town area, the advent of a variety of inservice half-day programs, often conducted by high-powered outside consultants, was viewed as the ultimate

in inservice education. We had been outside the mainstream of educational developments for too long and lacked the resources to bring high quality outside expertise to our doorsteps.

By no means will we eliminate the one-shot programs by professional workshop presenters. We will continue to need these breaths of life from the outside, but we are now becoming something more than workshop junkies craving the next imported "high." Increasingly we are able to see that the only genuine answers reside within ourselves.

Consultant/Advisors: School Dollars Well Spent

For three years we have operated an advisory system, employing former teachers and area teachers on leaves of absence who become paid members of the RISE staff. Because of our funding fluctuations, as few as three half-time people and as many as three part-time and two full-time staff have been classroom advisors in a given year visiting each school approximately one-half day per week (we wish it could be more) or on a request basis. Advisors are key people

in fostering a continual on-the-spot kind of needs assessment, as well as serving as needs-fulfillers informally and non-evaluatively. I believe our consultant/advisors are essential to RISE success. These are the people who help build egos. They help ensure that large-group workshops grow from real needs, and that the workshops are followed by personalized, in-classroom assistance when needed. Working with principals, the consultant/advisors also foster buddy-system approaches, set up work groups, curriculum study groups, and other in-school growth activities. They conduct mini-workshops in their areas of expertise and encourage teachers in each school to do likewise.

Because they serve more than one school and meet weekly with advisors serving all the other schools, our advisors are able to arrange for inter-town classroom visitations and idea exchanges based on one teacher's need and another's strength. This is extremely important in our towns, which are predominantly single-school systems and therefore tend to be somewhat ingrown and isolated. Further, single-school systems generally have but one administrator who, snowed under by paper blizzards from increasing state and federal regulations, has little time to spend in classrooms as the instructional leader. In the absence of curriculum specialists, supervisors, and other "middlemen" only larger systems can afford, the rural advisor often stands as the teacher's sole reminder that *someone* still cares about classroom instruction and is willing and able to help.

For those who are contemplating the creation of a total teacher growth system, I cannot think of a more important element than the consultant/advisor. But it's expensive. I have seen teachers' centers locate "scrounged" space, use scrounged materials, and do unbelievable things on a shoestring budget, but I have never seen a center with scrounged advisors. Good people cost money, which many school systems seem unwilling to provide.

Frankly, without federal and foundation dollars we would be unable to support our advisory service as it is currently defined. Title IV-C funds made our advisory possible; federal Teacher Centers Program and private foundation funds saved it from extinction; and we aren't certain how to keep it alive in the future. The remainder of our budget is bare-bones by most anyone's standards and we have no "fat" to cut from our basic operating costs to support advisory personnel. A single full-time advisor costs as much as our entire workshop, substitute, and materials budgets put together. (In 1980–81, a full-time advisor's salary is $13,500—the rough equivalent of a fifth-year teacher with a Master's degree in this area.) Also, results are not immediately seen. It takes years for schools to learn to use an advisor appropriately and fully, as well as for an advisor to learn how to encourage, assist, and challenge teachers.

I am hard-pressed to imagine a rural teachers' center working effectively without the advisors linking its population of teachers sparsely distributed over a wide area. Getting services to the people is a key to our success, and there appear to be few alternatives open to us. In fact, the cost of a mobile unit is even higher than an advisory system. Let's face it, our advisors give us the greatest opportunity to effect long-lasting improvement in classroom teaching; they're worth their price.

One Teachers' Center Serving Nine Districts

In summer 1977 we began to develop a *place* for teachers to work together that would give physical reality to our regional teachers' center concept. Teachers spent three weeks with me in July planning the initial design and construction work, receiving

three University of Connecticut credits for the experience. The room seemed immense and overwhelming to us at the time—1,250 square feet of empty space. How could we possibly create even the beginnings of a teachers' center out of this barren room in three weeks?

We did. In fact, we have since outgrown our one-room space and spilled over into a very small attached room. Unfortunately, there is no opportunity for consistent use of other rooms at our present location. To illustrate how our space limitations have reached critical proportions, let me recount one day last year when an all-day creative dramatics workshop was in full swing: In our one-room teachers' center telephones were ringing, the secretary was typing, four advisors returning from their schools were looking for a place to do their follow-up work, two teachers dropped in to look up materials and use the laminator, the center director was hiding in a corner to concentrate on writing a life-or-death grant, and the dramatics workshop participants were dashing about the room making the gestures and sounds of wild animals. I will never forget the expression on our secretary/bookkeeper/organizer's face (Shirley Peterson was in her first few months with RISE after leaving her position as executive secretary with a respected business firm) as she answered the phones, simultaneously (and miraculously) typing when a workshop participant flew over to her desk, perched on the edge, and began to flap her arms and cluck like a chicken. At this moment Martha, the lunch-count-taker, entered the room and bellowed out, "Sloppy Joe's on a hard roll or tuna plate!" nearly drowning out the school intercom announcement that grade reports were due in the principal's office at three o'clock.

Obviously, we are working under less than ideal conditions which hamper the productivity of both staff and teacher participants. But we are in a fine school with live children and teachers in a system with one of the highest "tax effort for education" ratios in the state, where the community strives for quality education on a low tax base. In such a setting it is impossible for us to forget the reasons for our existence and the significance of our work.

Formal Curriculum Development: At Last

Curriculum development appeared as a major need in our original needs assessment, and for good reason. Our towns are too small and underfinanced to keep anyone on their staffs specifically to mind the curriculum development store. Consequently, we have a haphazard mishmash in many curricular areas—few goals, poor articulation through the grades, and an overdependence on single texts. Where no series of texts that spans the grades is available, as is generally the case in science and social studies (and math in some towns), there may be no guidelines at all.

Originally, we planned to have curriculum development take place regionally first. The RISE staff would help develop skeleton curricula which would then be "fleshed out" by teachers and administrators in the local districts. I should have known from my rural Maine upbringing that small, fiercely independent districts would not swallow the idea of a regional approach to curriculum development. At a Superintendents' Advisory Council meeting in our first operational year, the RISE regional curriculum proposal was soundly defeated.

This year, however, the superintendent of one of our participating school systems asked RISE to develop a *process* by which a district could accomplish K-12 curriculum articulation and development without the benefit of the curriculum specialists and coordinators who serve the larger, more affluent districts. Finally we have been asked, and having been asked, I quake in my boots. This is a challenge of the greatest magnitude—our center is in a position to affect significantly core curricula. Can we rise to the occasion?

We had better. To fail to respond to this request is to relinquish a major opportunity for our center. We now have a chance to go beyond a barrage of workshops and courses that, although they may deeply affect individual teachers, do not influence the entire school system. But how do we plan a teacher-involving, practical curriculum development process? How do we avoid the familiar dead-end: Long hours contributed by a few motivated and highly-skilled teachers, resulting in an impressive paper curriculum for the "elite"—a fat and awesome guide which pleases administrators and boards of education but which molds on the classroom shelves of most teachers?

Raising the Role of RISE in Teacher Evaluation

Teachers and administrators in our area still have not made a strong link between staff development and teacher evaluation. The two exist side by side, almost independent of one another. I reject the notion that

the primary reason teachers become involved in teachers' center activities is to complete their formal evaluation professional growth objectives. However, something is awry if the teachers' center programs, which are based primarily on teachers' requests, have little bearing on their professional objectives as determined in the teacher evaluation process.

When one teacher was asked by one of our staff if RISE could assist on her evaluation objectives, she replied, "Oh, *those* things! To tell you the truth, I choose objectives I can complete myself without a lot of hassle and time. I hate to play games but this teacher evaluation thing is pretty much of a joke. You have to go along with it but I don't think anyone takes it very seriously."

Almost in the same breath, the teacher asked to be signed up for a two-week summer program at the teachers' center on creating learning centers in the primary classroom, offered without credit or any other incentives. Was the program in any way related to the objectives she and her principal had agreed upon as part of her evaluation plan? No. Was this teacher interested in professional improvement? Based upon her desire to give up two weeks of summer vacation for a non-credit course, I think the answer would be yes. Too many teachers choose the "smoke screen" approach to setting their formal objectives while working on their "real" needs apart from the evaluation process.

Our advisors have been asked by principals on a few occasions to assist them in completing a teacher evaluation report. (In some cases, our advisors may spend more time in the classroom of a particular teacher than does the principal.) We have declined in all cases, explaining that the role of the advisor is that of a teacher helper and supporter, and that the success of this partnership depends greatly on the mutual trust that builds between the two. This trust would be shattered if the advisor were to contribute the results of classroom observations to evaluation reports.

We are not comfortable, however, if we ignore our potential for helping bridge the gap between teacher evaluation and teacher professional growth. One approach we take is to encourage greater administrator participation in teachers' programs. We believe that if the school principal is to be a helpful contributor in setting meaningful professional growth objectives with faculty members, he or she must know a great deal about the teaching/learning process and spend enough time in classrooms to understand teachers' needs first hand. Even though the paperwork and management of a school can be all-consuming, we want to give our principals every excuse we can think of to be active in curriculum and instruction. All administrators in our districts have a standing invitation to attend any program for teachers, but we made little effort to recruit their participation until the program conducted by the English advisor, John Coe. In this case, we sent special invitations to each administrator. To our great pleasure, twenty-five percent of those in attendance were administrators, and they can now support their teachers' endeavors to implement some of Coe's ideas. In fact, we will invite them to return for the follow-up activities we are planning because if both teacher and principal are present for a program, it is far more likely to serve as a stimulus for writing meaningful growth objectives for the teacher evaluation process.

University and College Involvement: Not Yet

Our teachers' center exists because we serve needs that universities and colleges have left unserved. Since they have greater flexibility and more resources, the state university and a state college, which are reasonably close to our towns, might do much of what we do, but the fact is they have not.

RISE attends to needs that local educators say are important. If we stray too far in our programming, we lose the teachers who voluntarily attend our programs. We lose the local dollars that help support our work. Universities and colleges avoid this local accountability because of their state funding and because they do the bulk of their work within the safety of their ivy-covered walls.

Yet it is these same walls that help to create an environment conducive to research, study, and the *potential* for initiation and experimentation that local school systems, buffeted by intense pressures coming from all sides, usually can't afford. It is hard for the teachers' center, based in the local school system, to create an environment that helps teachers think beyond a simple reaction to the immediate pressures of classroom teaching, but universities and colleges should have a greater capability to help teachers do this. Professors dedicate their careers to deliberate, painstaking, unpressured research and thought. It is not their obligation but their opportunity to pursue research into teaching questions *with* teachers. Teachers' centers appear to be more able to deal with immediate concerns and issues that have direct, obvious, local classroom applicability. This is an oversimplified division of roles, but I think we complement each others' work; there are few areas where the threat of competition genuinely exists; and we must cooperate to take advantage of each others' strengths.

To date, RISE has failed to find a way effectively to make this case and to provide enticing opportunities for joint efforts. It has been a nightmare trying to get our programs accredited by these institutions, and it costs an arm and a leg to interest them in providing

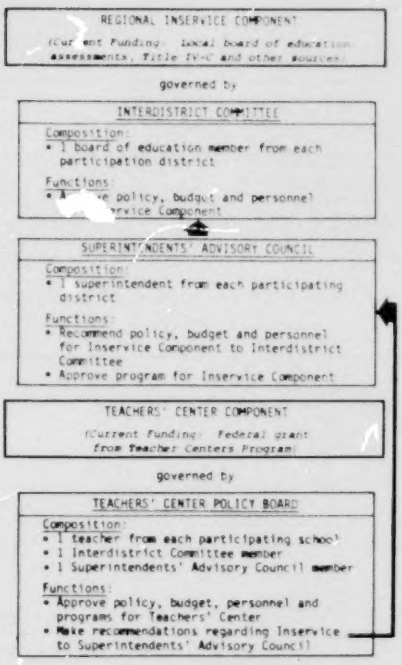
significant field service. Perhaps everyone's interest would be served and energy saved if we agreed that the colleges do the accredited courses and the teachers' center does the field work—with help from each other. Individual professors have contributed greatly to our program, and we to theirs, but without structural changes at the institutions and incentives for their faculties to go into schools, cooperation is limited. At the state university it appears that such structural changes are in the making and we are preparing to make new overtures.

Governance: The Two Faces of Project RISE

At the end of last school year George Patros, who represents school superintendents on our policy board, commented to me that he enjoyed his service on the board. I would see him sitting back quietly with a gleam in his eye as he watched the board hassle with procedural difficulties that only experience overcomes. He carefully timed his contributions so that the board could benefit from his experience without feeling dominated or intimidated. This kind of sensitivity has helped create an uncritical and supportive environment for teachers who are learning new roles —a major factor, I think, in their rapid progress toward constituting a highly effective governing body for the teachers' center.

The Teachers' Center Policy Board represents the newer part of Project RISE—a regional teachers' center governed by a majority of teachers. The

GOVERNANCE STRUCTURE
Project RISE


REGIONAL INSERVICE COMPONENT
(Current Funding: Local board of education assessments, Title IV-C and other sources)
governed by
INTERDISTRICT COMMITTEE
Composition:
• 1 board of education member from each participation district
Functions:
• Approve policy, budget and personnel for Inservice Component
SUPERINTENDENTS' ADVISORY COUNCIL
Composition:
• 1 superintendent from each participating district
Functions:
• Recommend policy, budget and personnel for Inservice Component to Interdistrict Committee
• Approve program for Inservice Component
TEACHERS' CENTER COMPONENT
(Current Funding: Federal grant from Teacher Centers Program)
governed by
TEACHERS' CENTER POLICY BOARD
Composition:
• 1 teacher from each participating school
• 1 Interdistrict Committee member
• 1 Superintendents' Advisory Council member
Functions:
• Approve policy, budget, personnel and programs for Teachers' Center
• Make recommendations regarding Inservice to Superintendents' Advisory Council

teachers' center has its own budget which is determined by the policy board along with personnel, policy, and teachers' center program matters. There is a teacher representative on the policy board from each

RISE Advisors Describe Their Work

Below are reports from two of our advisors about their work in 1979–80. Two other half-time advisors and one other full-time advisor comprised the rest of the RISE advisory staff that year. Some RISE advisors are hired on a one-year, leave-of-absence basis from schools that participate in RISE, and none receives a contract of more than one year at a time because of the uncertainties regarding our level of funding from year to year. The importance of having advisors serve for several years is evident in both reports and is a major goal for us in the future.

Jane Cook

I began working as a RISE advisor in September 1979 on a one-year, half-time fellowship. I serve as a secondary school resource person in three of the RISE region schools, meeting weekly with teachers in my schools. My advisor, colleagues, and I all work independently but cooperatively, sharing an inadequate work space and other frustrations. A strong sense of community has evolved among us so that we share our triumphs as well as our frustrations; we help each other through the valleys and rejoice together over the peaks.

The job of advisor calls for a wide variety of skills. A partial list includes: a sense of humor, good organizational skills, flexibility, creativity, a self-directed nature, perseverance, patience, minimum

of thirteen participating schools. There is also one administrative representative (a superintendent elected to serve on the board from the Superintendents' Advisory Council), and one board of education member elected to serve from the RISE Interdistrict Committee. A representative from a university serves in a non-voting, advisory capacity since there is no institution of higher education in the service area.

The Teachers' Center Policy Board governs the teachers' center at RISE. The Interdistrict Committee governs the district inservice part of RISE with help from the Superintendents' Advisory Council. The policy board is also an advisory body to the superintendents' council regarding district inservice, often making recommendations about the district half-day programming that is sponsored by RISE but does not originate through the teachers' center. Technically, the Interdistrict Committee is the overall governing body because under Connecticut law it acts as an LEA on behalf of its participating school boards. Each school board elects or appoints a representative to the Interdistrict Committee. The members of the Interdistrict Committee are helping raise teacher professional development from the bottom of the list of local board priorities. The superintendents' council not only recommends budgets, personnel, and approves RISE programming, but gives helpful advice on administrative matters drawn from years of cumulative experience.

Good communication among RISE's three governing bodies is essential, creating a considerable amount of "administrivia" for the project director and much reporting from one group to another. Having members of both the Interdistrict Committee and the superintendents' council on the policy board is of great importance, not only for good communication but for effective representation of a variety of viewpoints. We are extremely pleased with the smoothness of our functioning and the overall effectiveness of this complex but highly involving system of governance.

A major governance change occurred when RISE applied for (and later received) a federal teachers' center grant. Prior to this time, the superintendents had been unwilling to permit the teachers' center to have its own policy board. Such a governance structure was not at all in keeping with the traditional (and legal) lines of authority and supervision.

Before preparing to apply for federal teacher center funds, teacher representation was in the form of a Teacher Advisory Council which made recommendations to the Superintendents' Advisory Council, all under the Interdistrict Committee. In essence, the Teacher Advisory Council became the Teachers' Center Policy Board with expanded authority in accordance with federal regulations accompanying the federal teacher center grant program. We owe a great debt to the federal program—it gave our superintendents and committee a legally-sanctioned reason for real teacher governance of the teachers' center.

Under the old governance structure there was never a recommendation from the Teacher Advisory Council that was rejected by the superintendents' council—a tribute both to the soundness of the teacher recommendations and the desire of the superintendents to create a service for teachers that would be responsive to their needs. But it was time to take a more active role—to learn about establishing sound

need for positive reinforcement, humility, a good self-image, good salesmanship skills, high motivation, adaptability, self-confidence, sensitivity, empathy, good listening skills, a strong back, and lots of trunk space in a runs-in-all-weather car. I'm not suggesting that all advisors possess all of these skills since none of us is the necessary cross between Wonder Woman, Superman, Buddha, and the Rock of Gibraltar, but the need for all of these skills surfaces at one time or another during the job.

The job of an advisor is varied and changes as the seasons change. In the fall, an advisor's job is both exciting and frustrating. It's a time of beginning—going into the schools, meeting the staff, starting to develop some connections with each school's unique functioning. It's a time for organizing and defining, for breaking ground and building trust. You're not really sure what you're supposed to be doing and the teachers aren't really sure what you're doing on their turf. You may spend a lot of frustrated time in the teachers' lounge trying to get something started. You may be scattering your energies, fulfilling strange requests, and wondering how you ever got into this line of work. Energy levels are high but job satisfaction is low because you just don't seem to be making any inroads.

As winter approaches and the weather grows bleaker, so grows your mood. Work is punctuated by frequent trips to the Colchester Bakery for a fattening confection—just a little pick-me-up to bolster sagging spirits. I reached my lowest point at the end of November. I felt like a missionary without a mission and dreaded going out into the schools just as I was sure they dreaded my coming. I was ready to quit and go into hiding, but sought solace and security at the RISE Center since at

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policies, to be responsible for budgets and selecting personnel, and to have final say on teachers' center programs.

Valuing Practical As Well As Philosophical Styles

When teachers are involved in a workshop or any growth opportunity, I think many of them see the faces of particular children—those students they must deal with at 8:30 the next morning. If they cannot make a connection between those faces and what is happening in the "growth opportunity," why are they there? A sense of urgency, felt only by the practicing classroom teacher, accompanies those faces and is carried to workshops, on visits to other classrooms, or home at night.

I wonder about teachers' center people who say their center has progressed beyond the "what-to-do-on-Monday" syndrome. Does this statement imply that all of the teachers they serve no longer worry about Monday and children's faces, nor feel a sense of urgency in their work? Or does the statement indicate that the center staff members themselves have evolved to a "higher" plane simply because they are several steps removed from the urgency of the classroom? I believe that at least some of the teachers must still be worried about Monday, even though others may well have moved beyond.

Maybe there is a *hierarchy* of teacher needs. As with Maslow's hierarchy, the first level must be satisfied before the others can even be considered. Certainly the need to feel successful (desired, loved, appreciated) as a person would be at the first level. The next level might encompass the need to feel successful as a teacher on terms established by the educational community (by fellow teachers, principal, children, parents). A third level would perhaps include the need to feel successful as a teacher on terms established within oneself.

Needs at the first level (relating to teacher as successful *person*) can be continually met through encouraging the individual to share special talents, both with the children and with fellow teachers, through meeting teachers on their own terms, and through such reinforcements as praising, rewarding, or "mirror-making." Satisfying these basic needs never ends.

The "make-and-take, what-to-do-Monday" programs provide meaningful services for people with needs at the second level. They can help the teacher feel successful on terms defined by the school (e.g., having enough activities to keep five reading groups going, making sense out of the Elementary Science Study program, having colorful bulletin boards and a bag of tricks for classroom control). Once teachers begin to feel successful on the school's terms, it is possible for them to move beyond the urgency of Monday. Since survival is no longer a question, that kind of frantic mindlessness can gradually subside. New ideas and suggestions don't seem so threatening and criticism can be handled more easily; therefore, long-range planning and more profound thinking have a chance to take place.

Enter the Stage Two program for people with needs at the third level. These programs recognize that some make-and-take work with materials will continue to be important to teachers, but they may be

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least there people liked me. It was a rough time, but luckily it didn't last too long.

Something happened, and I'm not sure what it was. If I could put my finger on it I might be able to make other advisors' jobs easier. Maybe I reevaluated my role and my expectations. Maybe the teachers finally started to recognize me and realized I wasn't going to go away. Maybe I just kept hanging in long enough. Maybe it was magic. More likely it was a combination of all of these and more, but slowly, almost imperceptibly, things started getting easier. Teachers started smiling and saying hello when I walked into the bastion of public educators, the Teachers' Room. I stopped dreading my visits to the schools and, in fact, found extra excuses for going out. I started feeling that I had some friends out there, but most importantly I felt that people were using me as a resource, and my time and energy were being spent in a worthwhile, productive pursuit.

Now it's spring and the earth is growing. The schools are humming with end-of-the-year activities and things are slowing down for me. I've put on about ten pounds from those frequent trips to the Colchester Bakery but I've gained immeasurable experience.

It seems like the blink of an eye since I first walked into RISE, and now in the blink of another eye I will be walking out. I'll take with me a lot of laughs and a lot of good experiences, a lot of frustrations and a lot of hopes. My hopes are that the person who takes my place next year will find the job a little easier because I was here this year. My regrets are that spending only one year doing the work of an

ready for greater introspection, reflection, philosophical discussions, thoughtful curriculum development, and the sharing of themselves with others.

Since it is entirely unlikely that a center's teachers are all in the same phase of development, it seems greatly important to provide for the various need levels within the total support system. This can be reflected in the design of the teachers' center to accommodate both the make-and-takers, and the people who have reached a more reflective stage. Recognition of levels of need is also important in the hiring of consultant advisors, some of whom have workshop-type hands-on talents, and some who are capable of inspiring the philosophers, curriculum developers, researchers, and careful planners. The specific programs and services that the center offers can be designed for a variety of need levels, and certainly *will* be if teachers of all kinds are involved in center governance.

There are also different personalities, "bents," or orientations to the world that might correlate with phases of growth. Certain teachers seem to search for meaning and depth, since they are introspective and reflective by nature, whether they are first-year teachers or veterans of the profession. Others have been teaching for years, established comfortable routines, and run efficient classrooms where students learn, but may rarely be interested in "philosophizing" or reflecting upon their work. A viable policy board, therefore, needs representation from teachers who hold different "life views" or orientations and who are in different phases of professional and personal development.

Can a Rural Service Be Cost Effective? A Question of Survival

Serving 500 teachers in a rural area is rarely "cost-effective," particularly when an organization works with teachers individually, has on-site services at every building including regular advisory visits, *and* does the bulk of inservice work at the district level in addition to providing regionalized services. We do it all. Our records show that last year more than 1,800 spaces were filled with RISE teachers in our workshops and courses. (Since there are only 500 teachers in the service area, it is obvious that this figure includes repeaters.) Nearly every teacher has been involved in at least one RISE-sponsored workshop or course. Fifteen people in 1979-80 were sponsored by RISE to attend outside workshops and conferences. Twenty-two teachers received special project awards for developing curriculum projects with their students that year. During a given year, there are 400 to 500 teacher requests for advisory help. Approximately 1,500 curriculum resource materials are borrowed by teachers from the teachers' center in a ten-month period. Nearly 100 parents have been involved in RISE programs this year. Fifteen administrators and seven board of education members have also attended workshops designed especially for them in the last eight months.

I believe these to be extremely high figures considering a total base of only 500 teachers. However, this level of service costs $114,000 per year (our average

advisor is nowhere near enough time. It takes time to see progress. One year is only a beginning.

Still, I have a sense of satisfaction. My skills and experience have been used by teachers who will in turn pass their skills and experiences on to other teachers and students. A successful advisor helps create this cycle of learning and, presumably, works him or herself out of a job by helping people realize that they are their own best resources and don't really need an advisor at all. I hope to have planted this seed in my schools this year. Nurturing and time will tell if it grows.

John J. Contessa

This is my third year as an advisor with Project RISE and the third consecutive year that I have worked with one particular elementary school. It is from this school that the following perceptions are taken.

Just as in teaching, the first year of advisory work in a new school is the most difficult and unfullfilng because the advisory role is the most amorphous and abstract for teachers and advisors alike. Even if the school has been served in the past by other advisors, the uniqueness each new advisor brings to a school situation and its subsequent effect upon interactions with teachers will contribute to different definitions of the advisory role. Related to this are "personality variables," i.e., the individual personality and climate of each school. Although these variables cannot be controlled, they are significant factors affecting advisory work.

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total operating budget for the past two years, including administrative overhead). Since RISE actually services approximately 620 people in a given year (500 teachers, an average of 22 administrators and board of education members, and 100 parents), the current level of service costs about $184 per person served.

In an urban area where a greater centralization of service is possible, the same degree of service could no doubt be provided for considerably less. But we must go where the people are, and this costs money.

Considering the intense level of service provided, $184 seems very modest. However, in terms of long-term survival, our population base cannot support the cost of our present level of effort. Our local districts currently contribute $32 per person; the remainder comes from federal, state, and private foundation grants. Conceivably, our districts might be able to raise their contribution level to $45 or $50 per person served, but our small, low tax-based towns really could not do much better than that under current school financing methods. This means that RISE would need to raise three dollars for every one dollar contributed by the districts in order to maintain the present intensity of service. Can we continue to do it?

Grant sources seem to be drying up with the federal government's inflation-fighting cutbacks; private foundation funds are difficult to obtain and those dollars don't last. It is clear that we must begin to look beyond the grant scene for survival. Currently, we face an "opportunity" to become an active part of a state educational service center. As nearly as we can determine right now, our service area would triple but our level of actual financial resources would remain about the same or decrease. Moreover, there is a high likelihood that, in the interest of cost-effectiveness, the resources of our physical center would eventually have to be consolidated in a location central to the enlarged service area but too far from our present towns to provide the kind of service we now offer. If this happened, our towns once again would find themselves on the fringes of a service area and the original justification for our current location would be disregarded.

Would dispersal and watered-down services be more "cost-effective"? We couldn't possibly know our teachers by name. We couldn't possibly understand the dynamics of each school and the politics and characteristics of all the towns we would serve. We couldn't possibly make our programs grow from local circumstances and people. Our governing boards would be expanded to such an extent that no one individual or town would be able to exert enough of an influence to make the service truly locally responsive. We would lose the sense of ownership and commitment our governing boards now enjoy, which is critical to our local accountability. We would, by design, have to become less personal, more formal, and more bureaucratic. However, our chances of long-term survival would be quite good.

I'm not convinced that this kind of survival is worth the trade-offs. The very reasons for our existence, those which have made us successful and valuable, would very likely be lost to cost-effectiveness. Therefore, we must find other routes to survival. If large-scale expansion is not the answer, what is?

An approach we will try next year is to expand our base by opening certain locally-requested programs

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As the degree and kind of teacher-advisor interactions increase, the advisor's role begins to acquire shape and substance. One teacher wrote, "It takes the school advisor a great deal of time to become part of the school system. After three years, the teachers in this building have grown through their association with the advisor. His first year was one of building trust and becoming part of the staff." Another teacher noted, "By the end of the advisor's first year I was ready, relaxed, and clear enough about his role to utilize it."

It does take considerable time to build up trust with teachers and to establish interpersonal relationships. The process of bringing this about, which requires patience, perseverance, compassion, and a multitude of other saintly qualities, is frequently filled with frustrating and unsatisfying experiences. It is not uncommon to feel that you are just spinning your wheels, accomplishing little. However, you are laying the necessary foundations for meaningful relationships, and the time spent doing this is important. Regrettably, the year may end before you see enough evidence to feel that your year was successful.

As a result, I have articulated the following strategies that a new advisor might consider using:

1. Get to know the pivotal teachers in each school that you are serving as quickly as possible. These are people who often have taught for a while and whose opinions are highly regarded by other staff members. They also frequently control the flow of messages in a building. Communication about you and your role will spread more rapidly through them.

to those outside the RISE area for a fee, hoping to generate enough income to substantially reduce the cost of a program for our own people. We hope to use more and more of our own teachers and administrators as workshop leaders, and to invest in training a few of our people by outside consultants in a given need area so that these people can then train others. We hope to work out bartering and exchanges with other teachers' centers and organizations. For example, we'd provide two outside teachers with free room, board, and attendance at one of our training programs. In return, two of our people would receive free training at another center's program. (We have discovered fund-raising efforts such as placing ads in newspapers for donations and holding lotteries, but I feel strongly that we should not have to stoop to this level to provide a needed educational service. My stomach begins to churn when discussing such possibilities.)

In any event, while none of the above ideas are original, many are new to us and some deserve a try. Other possibilities will be generated by our staff, policy board, Interdistrict Committee, and superintendents' advisory in brainstorming sessions next year. I firmly believe that we have the will and that there are ways not only to survive but to survive on our own terms. The test of this conviction is just around the corner.

A Dream for the Future

Who can dream of grand things when merely maintaining our existing program will be difficult? To me, it's the only way to go. Understandably, many programs and institutions retreat and adopt defensive postures under financial pressures, but this only makes it harder for them to justify their continued existence.

My dream has come in pieces from many places and people over the past year. First, we need more space for the teachers' center, and I envision in my dream four interconnected rooms: a recycle/construction room, a lecture/workshop room, a professional library and quiet area, and a room for our offices and fully-equipped kitchen. For many centers this part of the dream is a reality.

But we can't stop there. In the dream I see a room for satellite-beamed television with video equipment and computer terminals tying our relatively isolated area to the rest of the world's people and information.

I see a small experimental alternative school where every five years teachers and administrators from our participating districts might work for a year in a new situation with stimulating people. I see the lab school providing a site for university and college field work, acting as a meeting ground for local educators and those from institutions of higher education.

2. If you are working in an elementary school, it has been my experience that primary grade teachers are the most consistently receptive and enthusiastic. It was this group of teachers who made my first-year advisory work meaningful, even though my teaching experience had been in seventh and eighth grades.

3. Seek out teachers who have experiences/interests in grade levels or content areas similar to yours. When advisors and teachers share similar concerns and interests, the chances are better for effective communication. The majority of my in-depth advisory work was with teachers who, like myself, were interested in science and mathematics.

4. Another population to tap is teachers new to the profession or new to a school. Since both the first-year advisor and "new" teacher are in a similar situation, empathy exists that can be the groundwork for establishing a relationship.

5. Participate in social or other activities where you can get to know teachers more personally. The importance of knowing an advisor as a person is seen in the following teacher comments: "A relationship between advisor and staff can only grow through dedication and informal knowledge of the person." . . . "(The advisor) has made his position more than advice-giver or recommender or authority, but as a position of personal concern for our staff." . . . "He is invited to all school functions, both professional and social. We consider him part of our staff

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I see an educational center so enticing that top educators would be encouraged to come for research and development efforts, working in a contemplative environment but within an organization whose research was focused on direct public school service. Such a center would induce the best teachers and administrators in our area to stay, and high-caliber outside talent to join them.

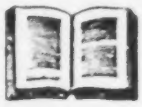
In my dream I envision a center that would encourage people of all ages and walks of life to be continual learners—a center that would be a cultural/educational resource for everyone in the communities we serve. I see a center for young and old to learn about and participate in the arts—a center equipped with an art gallery, music, art, and craft studios, and a theater for the culminating performances of burgeoning small community drama and arts groups. I see cultural and ethnic exchanges of performances, art works, and ideas between local groups and similar groups in the major cities, thereby helping to offset our rural young peoples' (and adults') limited exposure to those of very different backgrounds. This would positively prepare students for the differences they'll encounter when they leave our towns to find new lives and work in the cities.

I see a center that would help the people of our communities—both children and adults—explore and appreciate our natural environment, which is rapidly being spoiled, the historical richness of our small communities, and our own heritage and rural roots. I see a center that would help parents to be the morals and values educators, the disciplinarians, and the sex and drug advisors of their own children, freeing the school teachers of these seemingly misplaced burdens.

Using the satellite link-ups and computers, and the knowledge of the strengths of our communities I see the center as a haven for long-range planners who would look to the future to design orderly growth for rural and small town communities—growth that would preserve the strengths without reactionaryism nor ignorance of this technological, global, increasingly interconnected society.

Finally, I envision a building to house all of these dreams. A home built of native oak from the saw mill at Amston, of stone from the farmers' fields. A home for ideas, teaching, learning, and research designed with the help of students in our high schools and built by the people in our communities. I see the people entering the lobby of this structure and proudly reading on the oak entry their names and their contributions of time, labor, ideas, and support.

I see hundreds of names, but they begin to fade as Monday morning approaches. I awaken fully, put my dream under my pillow, pull on a sweater to cover my no-time-to-iron shirt with its button missing, hop in my pick-up, and head for work at our one-room teachers' center at the Halls Hill School, Colchester, Connecticut, remembering as I drive that our present one-room reality was itself a dream just four years ago.



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6. Establish a consistent pattern for school visitations and stick to it. Teachers live by bells, schedules, and the ticks of a clock. If teachers know when and where the advisor is expected, they can make arrangements for contacting him or her. One teacher, expressing her feelings and those of several colleagues wrote, "Because (the advisor's) visits were always on the same days, people began to be able to plan their time in order to talk and ask for materials. People know when he will be coming and know they can discuss methods as well as materials with him."

These strategies should not be interpreted as attempts to force closure on the advisor's role, but as ways to establish common ground between advisors and teachers from which other arrangements can grow over time.

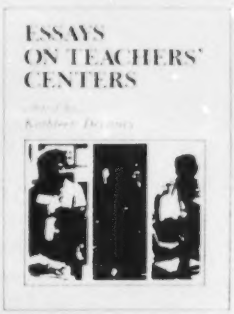
After three years of advisory work in one elementary school, the depth and breadth of my role have grown considerably. This year, the kind and frequency of interactions with teachers have noticeably increased. The bonds of trust and confidence that took so long to establish have made it possible for me to become involved in several in-depth classroom curriculum projects with teachers and students.

The following examples indicate the substance of that work. For more than three months I have been team-teaching a science unit with a third-grade teacher. This unit, part of the third-grade science curriculum, is laboratory-centered and inquiry-oriented. Thus, it requires a different set of teaching strategies, such as questioning techniques and evaluation procedures, and an untraditional set

PUBLICATIONS

Teachers' Centers Exchange Directory—1980, edited by Jeanne Lance and Barbara Piper, describes program information about 161 American teachers' centers (five are in Canada) in touch with the Teachers' Centers Exchange. The centers included here have been selected because they are active in the network of teacher educators served by the Exchange as an information center and communications facilitator. Descriptions in this volume highlight each center's program, needs assessment, evaluation, resources, staff, setting, participation, fees and credit, affiliation, support, and decision making. July 1980. 348 pp. $12.50 prepaid from Order Department, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103.

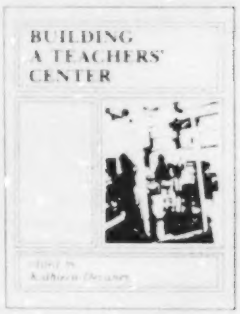
Essays on Teachers' Centers, edited by Kathleen Devaney, is a collection of twelve essays about inservice experiences that engage teachers' talents and energies while offering intellectual and emotive stimulation and support. Articles are included on the role of the in-classroom advisor, teacher design of classroom curriculum, and discussions of the varied learning principles underlying teachers' center development and practice. Contributors are Maja Apelman, Sharon Feiman, William Fibkins, Lilian Katz, Robert Mai, Theodore Manolakes, Milbrey McLaughlin, Thomas O'Brien, Adelaide Sproul, and L. C. Taylor. The writings were gathered during 1976 from educators in and around teachers' centers in the United States and England. A selected, annotated bibliography is provided. 199 pp. $10.00 prepaid. Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. California residents add sales tax.



of learning strategies, such as observing, predicting, and communicating. Since I have had prior experiences with similar science units, we agreed that I would serve as a role model by teaching two of the four groups in the class. During this time the teacher observed, took notes, asked questions, and on the following days taught the other two groups. Periodically, we have switched groups so that each of us has had an opportunity to work with every student. Students are required to keep notebooks and record their data. Thus far, feedback of learner progress has consisted primarily of conversations with students about experiments and data in their record books. Although we have not yet completed the unit, the teacher has expressed that she now has enough confidence to teach it next fall. At the same time, I have been working with another third-grade teacher in similar fashion, with comparable results.

More recently, I have assisted two staff members with the purposes and uses of a variety of math lab materials. Initially, I discussed the materials with them, and I am now conducting a series of demonstration lessons with gifted mathematics students of grades K–3. This approach seems to be particularly useful because these teachers are observing how to use and adapt such materials for children of different ages and abilities. One teacher, expressing what others have indicated, wrote, "In addition to support, ideas, and resources, our advisor has added a continuity to our learning process. Relationships do not develop instantly, and this continuity over a period of years provides the time and proximity for meaningful working relationships."

PUBLICATIONS



Building a Teachers' Center, edited by Kathleen Devaney, is a collection of 16 articles that give first-hand accounts from teachers' center leaders of aspects involved in starting a teachers' center. In some of these articles, additional advice has been inserted from the Proceedings of "Workparties"—small conferences of teachers' center leaders, which the Exchange has sponsored since 1977. Thus the book represents the substance—grassroots experience—and the style—self-reflection and voluntary sharing with others—of the teachers' centers network. The book begins with two papers that relate how a combination of convictions, experience, high energy, and happenstance formed the first American teachers' centers. Following are several essays on practical matters—staffing, needs assessment, evaluation, space, programming, workshops, advising, managing, budget, advisory board, funding, and self-publishing. Finally, three articles are provided on centers' relationships with school districts and with parents and community. $9.70 prepaid. Order from Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027.

- **Occasional Paper No. 1,** *Surveying Teachers' Centers—from Grassroots Beginnings to Federal Support*, by Kathleen Devaney. Second edition July 1980. ERIC ED 151 352. Occasional Papers available from Teachers' Centers Exchange, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103. 1–25 copies free; 26 or more copies, 50¢ per copy.

- **Occasional Paper No. 3,** *Commonality and Diversity in Four Teachers' Centers—Conversations at Chautauqua*. July 1978. ERIC ED 167 535.

- **Occasional Paper No. 4,** *Staffing a Teachers' Center—A Joint Venture in Growth and Change*, by Christine San Jose. September 1978. ERIC ED 167 522.

- **Occasional Paper No. 5,** *A Distinctive Option in Inservice. The Teachers' Center Meets Individual Needs and Institutional Goals*, by Amity P. Buxton. June 1979. ERIC ED 175 852.

- **Occasional Paper No. 6,** *The Advisor: Emissary from Teachers' Center to Classroom*, by Gretchen Thomas. October 1979. ERIC ED 182 312.

- **Occasional Paper No. 7,** *Writings from the Network*, an annotated bibliography of publications of interest to people in teachers' centers or similar forms of staff development. October 1980.

- **Occasional Paper No. 8,** *Starting Out, Moving On, Running Ahead Or How the Teachers' center can Attend to Stages in Teachers' Development*, by Heidi Watts. October 1980.

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